

CLARK UNIVERSITY

HIST 236/336

Gender, War and Genocide in the 20th Century

Spring 2016

Professor Thomas Kühne

Time: Wed 9:00-11:50 am

Place: Strassler Center for Holocaust and Genocide Studies, Rose Library

Office Hours: Tues & Thurs 10:30-11:00, Strassler Center 2nd fl., and by appointment

Phone: (508) 793-7523, email: tkuehne@clarku.edu

Description

Boys become real men through military service and by participation in war, by killing and dying for the fatherland, while giving birth to and raising children—motherhood--serves as central marker of womanhood. Gender stereotypes such as these were questioned but also reinforced throughout the wars of the 20th century. These wars mobilized men as well as women, and they increasingly blurred the boundaries between men and women. On all fronts and sites, however, concepts of masculinities and femininities structured propaganda and emotions, fighting morals and antiwar movement, the preparation of minds for mass violence, and its remembrance. We will discuss the impact of gender on mass violence and vice versa from World War I to World War II, from the Holocaust to the genocidal wars in former Yugoslavia, and from America's "Good War" to Americans' twisted coping with the Vietnam War to the rise of a 'gender-neutral' army. Focusing on European and American wars, the course includes comparative views on other regions of the world and puts emphasis on regional differences and peculiarities, such as transformation of a deeply gendered war culture in Europe into a peace culture after 1945. Special attention will be paid to various approaches to gender history, such as the analysis of discourses and images, or the analysis of gender practices. We will attempt to do this by critically analyzing scholarly work, written testimonies, literature, films, and propaganda materials.

Requirements

This course will be taught in the spirit of a tutorial: once you decided to take the class, you are expected to stick to it, come to the sessions and be well prepared.

In order to facilitate informed discussion, you are required to write a short paper of no more than one page (half of a page will usually do it) for each session, related the assigned books and essays. This paper articulates, and elaborates on, two or three questions you wish to discuss in class. The questions must refer to the readings and show that you have familiarized with the readings. These question papers are due in class and must be handed in to the instructors at its end.

Each session starts with a brief oral review of the previous session presented by one student. This review summarizes the contents of our discussion, its findings and controversies in a well-organized form (not necessarily following the chronology of the discussion). You are supposed to sign up for and present one of these reviews.

Finally, a research paper of 12 pages text (undergraduates) or 20 pages (graduates), including title and bibliography, double-spaced, is due in the last session. Think about a topic and discuss it with the instructor by the end of March. If you are not familiar with how to write and submit such a paper, you may wish to consult J. R. Benjamin, *A Student's Guide to History* (10th ed., Boston, 2007) or Ch. Lipson, *How to Write a BA Thesis* (Chicago, 2005). They offer valuable assistance, not least regarding the formal shape of your paper. Undergraduate research papers are based on at least two scholarly books and four scholarly articles *in addition* to those mentioned in this syllabus. Graduate papers include at least four additional scholarly books and six scholarly articles. Instead of a book you can choose three articles, and vice versa. Crucial is that you demonstrate your comprehension of the books and articles you are quoting. Originality, thoughtfulness, clarity, and the organization of your thoughts are appreciated, as is the proper citation of your references and sources. Plagiarism is a capital crime in academia; be aware of Clark's policy on academic integrity, <http://www.clarku.edu/offices/aac/integrity.cfm>: "Plagiarism refers to the presentation of someone else's work as one's own, without proper citation of references and sources, whether or not the work has been previously published. Submitting work obtained from a professional term paper writer or company is plagiarism. Claims of ignorance about the rules of attribution, or of unintentional error are not a defense against a finding of plagiarism."

Grading and practical arrangements

The maximum of 100 points can be achieved by

- a maximum of 48 points for the twelve short (weekly) papers (4 point each). Late papers cannot receive more than 2 points
- a maximum of 35 points for the final paper (20 points for the content, 4 points for the range of consulted literature, 4 for the writing style, 4 for the organization, 3 for quotation and citation style).
- a maximum of 7 points for the oral session review
- a maximum of 10 points for continuous participation in class discussion.

You are supposed to attend class on a regularly basis. One absence will not inflict your grade. Further absences without sufficient documentation will result in a deduction of five points each.

Extra credit (up to 5 points) will be granted if you attend, and submit a 3-page (single lined) assessment on, the Presidential Lecture on the genocide against Native Americans by Yale Professor Ned Blackhawk on Friday, April 15, 7:30 pm, see course outline below.

100-95 points=A, 94-90 points=A-, 89-85 points=B+, 84-80=B, 79-75 points=B-, etc.

All readings are to be completed on the day assigned, before you come to class. Please bring both the readings and the notes you take from the readings to class in order to follow and participate in class discussions.

Apart from inquiring in the perpetrators of the Holocaust, this course serves to introduce students more generally in techniques of historical scholarship and in practices of academic communication. Great importance is attached to skills of analyzing both primary and secondary sources critically. The required readings are carefully chosen. However, none of them should be mistaken as comprising a final truth but rather be considered as one of many options to look at a certain topic. Grasp on the basic assumptions, the main arguments, and the limitations of the texts you read. Critique is the oil of knowledge. In class, you are invited to speak up and to articulate your thoughts and ideas, whether or not they comply with those of your classmates and the professor.

Checking emails on a regular basis and staying connected with friends and the rest of the world is very important. Do not do it in class, though. Laptops, cell phones, iPods, iPads, gameboys, DVD players and other electronic devices are inclined to distract you or others from class discussions. They are to be switched off during class.

Clark University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you have or think you have a disability and require academic accommodations, you must register with Student Accessibility Services (SAS), which is located in room 430 on the fourth floor of the Goddard

Library. If you have questions about the process, please contact The Director of Accessibility Services. If you are registered with SAS, and qualify for accommodations that you would like to utilize in this course, please request those accommodations through SAS in a timely manner.

Books recommended for purchase:

- Thomas Kühne, *Belonging and Genocide. Hitler's Community, 1918-1945* (New Haven: Yale UP, 2010)
- Robert Dean, *Imperial Brotherhood. Gender and the Making of Cold War Foreign Policy* (Amherst: University of Massachusetts Press, 2001).
- Andrea Smith, *Conquest. Sexual Violence and American Indian Genocide* (Cambridge, MA: South End Press, 2005)
- Cynthia Cockburn, *Antimilitarism: Political and Gender Dynamics of Peace Movements* (New York: Palgrave Macmillan, 2012)

All other texts will be available electronically through Goddard or the web, or they are on Moodle.

Course Outline:

1) January 20

Introduction

2) January 27

Gendering War, Gendering Genocide: Theory and Methodology

Reading: Joan Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91:5 (1986), 1053-1075 (JSTOR); John Tosh, "Hegemonic Masculinity and the History of Gender," in Stefan Dudink et al, eds., *Masculinities in Politics and War: Gendering Modern History* (Manchester, 2004), pp. 41-60; Joshua S. Goldstein, *War and Gender* (Cambridge, 2001), pp. 1-3, 6-10, 34-58; Adam Jones, *Genocide. A Comprehensive Introduction*, 2nd ed. (London, 2006), chapter 13; Elisa von Joeden-Forgey, "Gender and Genocide," in Donald Bloxham and Dirk Moses, eds., *The Oxford Handbook of Genocide Studies* (Oxford, 2010), chapter 3. (All on Moodle except for the first.)

3) February 3

World War I – the Catalyst of Women’s Emancipation?

Reading (all on Moodle): Francois Thebaut, “The Great War and the Triumph of Sexual Division”, in: idem (ed.), *A History of Women in the West, V. Toward a Cultural Identity in the Twentieth Century* (Cambridge, MA, 1994), 21-75; Ute Frevert, *Women in German History* (Oxford, 1989), chapter 13; selected primary sources, also on Moodle.

4) February 10

The Great War and Modern Masculinities

Reading (all on Moodle): Ernst Jünger, “The Fire” (1922); selections from Klaus Theweleit, *Male Fantasies* (Minneapolis, 1989), and from Joanna Bourke, *Dismembering the Male. Men’s Bodies, Britain and the Great War* (London, 1996); Graham Dawson, “The Blond Bedouin. Lawrence of Arabia, imperial adventure and the imagining of English-British masculinity,” in Michel Roper and John Tosh, eds, *Manful Assertions. Masculinities in Britain since 1800* (London, 1991), 113-144.

Selections of the 1930 World War I movie *All Quiet on the Western Front* to be watched in class.

5) February 17

Male Bonding and Mass Murder in Nazi Germany

Reading: Thomas Kühne, *Belonging and Genocide. Hitler’s Community, 1918-1945* (New Haven, 2010).

6) February 24

Female Empowerment during World War II

Reading: Elizabeth Harvey, “‘We Forgot all Jews and Poles’. German Women and the ‘Ethnic Struggle’ in Nazi-Occupied Poland,” *Contemporary European History* 10 (2001), 447-61 (JSTOR); Daniel Patrick Brown, *The Beautiful Beast. The Life & Crimes of SS-Aufseherin Irma Grese* (Ventura, CA, 1996), chapter IV (Moodle); Susanne Heschel, “Does Atrocity Have a Gender? Feminist Interpretations of Women in the SS”, in: J. M. Diefendorf (ed.), *Lessons and Legacies VI. New Currents in Holocaust Research* (Evanston, IL 2004), 300-321 (Moodle); excerpts from Nechama Tec, *Resilience and Courage. Women, Men, and the Holocaust* (New Haven, 2003) (Moodle); Paula Schwartz, “Redefining Resistance: Women’s Activism in Wartime France,” in Margaret Higonnet et al., eds., *Behind the Lines: Gender and the Two World Wars* (New Haven, 1987), 141-153 (Moodle).

7) March 2

Liberation and Female Disempowerment: France, 1944-45

Reading: Anthony Bevoor, "An ugly carnival," *The Guardian*, 4 June 2009; second-world-Dominic Sandbrook, "The year of vengeance: How neighbours turned on each other and anarchy erupted in the aftermath of WWII," *DailyMail*, 23 March 2012; Hanna Diamond, *Women and the Second World War in France, 1939-1945* (Edinburgh Gate, 1999), pp. 1-7, 131-154; Luc Capdevila, "The Quest for Masculinity in a Defeated France, 1940-1945," *Contemporary European History* 10:3 (2001), pp. 423-445 (JSTOR); selections from Fabrice Virgili, *Shorn Women. Gender and Punishment in Liberation France* (Oxford, 2002) (Moodle).

Selections of the movie *The Reader* to be watched in class.

8) March 16

Women and Femininity in Holocaust Representations

Reading: Marianne Hirsch, "Nazi Photographs in Post-Holocaust Art. Gender as an Idiom of Memorialization," in: Omer Bartov et al. (eds.), *Crimes of War. Guilt and Denial in the Twentieth Century* (New York, 2002), 100-120; Barbie Zelizer, "Gender and Atrocity: Women in Holocaust Photographs," in: idem, ed., *Visual Culture and the Holocaust* (New Brunswick, 2000), 247-271; Janet Jacobs, "Gender and Collective Memory: Women and Representation at Auschwitz," *Memory Studies* 1:2 (2008), 211-225; selections from Anna Reading, *The Social Inheritance of the Holocaust. Gender, Culture and Memory* (New York, 2002).

9) March 23

Manliness and Foreign Policy: The Cold War

Reading: Robert Dean, *Imperial Brotherhood. Gender and the Making of Cold War Foreign Policy* (Amherst, 2001).

Selections of the movie *The Deer Hunter* (1978) to be watched in class

10) March 30

Remasculinization after Defeat: Germany and America

Reading: "The 'Remasculinization' of Germany in the 1950s", in *Signs* 24 (1998), 101-169 (focus on the articles by Robert G. Moeller and Susan Jeffords) (JSTOR); Frank Biess, "Men of Reconstruction, the Reconstruction of Men. Returning POWs in East and West Germany," in Karen Hagemann and Stephanie Schüler-Springorum (eds.), *Home/Front. The Military, War, and Gender in Twentieth Century Germany* (Oxford: Berg, 2002), 335-58 (Moodle); excerpts from Susan Jeffords, *The Remasculinization of America. Gender and the Vietnam War* (Bloomington, 1989) (Biess & Jeffords on Moodle).

11) April 6

Rape in War and Genocide from Armenia to Rwanda

Reading: Matthias Bjornlund, "A Fate Worse Than Dying': Sexual Violence during the Armenian Genocide," in Dagmar Herzog (ed.), *Brutality and Desire. War and Sexuality in Europe's Twentieth Century* (Houndmills, 2009), 16-58 (Moodle); selections from Alexandra Stiglmayr (ed.), *Mass Rape. The War Against Women in Bosnia-Herzegovina* (Lincoln, 1994) (Moodle); Pascale R. Bos, "Feminists Interpreting the Politics of Wartime Rape: Berlin, 1945; Yugoslavia, 1992–1993," *Signs* 31:4 (Summer 2006), 995-1025 (JSTOR); Patricia A. Weitsman, "The Politics of Identity and Sexual Violence: A Review of Bosnia and Rwanda," *Human Rights Quarterly* 30 (2008): 561-578 (Moodle).

12) April 13

Native American Women, Genocide, and Sexual Violence

Reading: Andrea Smith, *Conquest. Sexual Violence and American Indian Genocide* (Cambridge, MA, 2005)

SPECIAL EVENT, April 15, 7:30 pm, Place TBA

Presidential Lecture – Professor Ned Blackhawk, Yale University

The Genocide Against Native Americans

(Attend the lecture, write a 3 pp assessment, and receive up to 5 points extra credit.)

13) April 20

Pacifism and Gender from the 1950s to the Present

Reading: Cynthia Cockburn, *Antimilitarism: Political and Gender Dynamics of Peace Movements* (New York, 2012)

14) April 27

Conclusion